**Lesson Plan Format**

**Teacher Candidate \_\_Sarah Marchman\_\_ Grade Level \_\_\_6\_\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The goal of this unit is to help students the contributions of ancient societies to today’s societies, helping them to understand one of the reasons we study history. Students will be able to discuss how Ancient Greek communities contributed to modern day society, as well as similarities and differences between Ancient Greek communities and their own communities.

DODEA Social Studies Standard

6SS3.c: Explain the key differences between Athenian, or direct, democracy and representative democracy.

DODEA ELA Standard

6E2a.5: Use grade-level-appropriate note-taking skills when completing research for writing.

Students will have knowledge of a variety of graphic organizers and note taking formats from which to choose to record information as they conduct research.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students know how to conduct research and how to extract the important details from research sources.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will use graphic organizers to organize their research notes into a format that is easier to use when putting together their culminating project.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will turn in their notes recorded in the format of their choice. I will review them to make sure that they have been done correctly and check them off. As I review, I will check to see if any students need to be included in a small group for further instruction.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Various graphic organizers

3 X 5 index cards

Paper

Writing implement

Primary & Secondary sources for researchAthenian Constitution (<http://classics.mit.edu/Aristotle/athenian_const.1.1.html>)

Computers

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Guided discovery will be used because the teacher will be telling how to use each type of graphic organizer and then having the class complete a couple together, followed by students completing one on their own.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will read a segment of the Athenian Constitution to the students.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. After reading to the students from the Athenian Constitution, I will ask the students to tell me what kind of information we could get from this document and ask them to give me a couple pieces of information from the text that they learned or think could be used in their final project. I will record the information they provide to me on a chart paper, putting the ideas in random order and all over the paper.
2. I will then ask the students if this information looks like it would be easy to use when it came time to put the final project together. If the answer isn’t immediately “No,” then I will point out specific pieces of information that are near each other and ask if they belong together. Hopefully the students will come to the conclusion that the notes could be better organized.
3. Next, I will project the Ideas/Details, graphic organizer on the board, or, depending on the important ideas they have chosen from the reading, another one that may fit better. I will explain how the graphic organizer works. As a class, we will complete the graphic organizer. I will ask the students where they think each “note” belongs, ask other students whether they agree or disagree, and if they agree, write the note there.
4. After the graphic organizer is complete, we will discuss if this makes the notes a little easier to use.
5. Using the virtual museum exhibit at <http://www.ancientgreece.co.uk/athens/explore/exp_set.html>, we will discuss how the site is organized and how that can help the students more easily find the information that they may be looking for. This site will be used as model to show students how they could organize their own notes and information they gather so it is easy to find at later times when they are trying to use the information to put together their final project.
6. The class will then explore the Athens and Sparta sections of the website and search for information on the government in each of the city-states. We will use the information we find to complete a Venn Diagram comparing and contrasting the two governments.
7. We will look at other types of graphic organizers and discuss how each would be completed.
8. Lastly, I will show students my favorite way of taking notes. Each note is recorded on a 3 X 5 note card, with a main topic written in big letters on the top line of the note card, followed by the note below. This allows notes to be grouped by topic, and then they can be arranged and rearranged within the topic.
9. Students will then be released to conduct research on the specific topic of government in Ancient Greece. They can choose whichever method of note taking that they think would work best for them.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

As a class, we will discuss why it is important to have organized notes.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | ESL  Beginning of the year questionnaire indicated that the first language spoken by student and primary language spoken in the home is Spanish. | Student will be allowed additional time to turn in the assignment so that (s)he may take notes in their primary language first, and then translate them in to English. |
|  | ADHD  IEP | The use of graphic organizers for taking notes is a tool for the student to use when taking notes. I will check in on him/her throughout the independent work time to make sure they (s)he is completing the graphic organizer correctly and give further instruction as needed. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?